

Long Essay Rubric

Thesis/Claim: 0-1 point

0	1
States a thesis that does not address all parts of the question, or does not indicate specific arguments. Simply restates the question.	To earn this point, the thesis must make a claim that responds to the prompt, rather than merely restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.

Point 1:

- ☐ A) Responds to ALL parts of the prompt rather than merely restating or rephrasing the prompt
- ☐ B) Is found in the introduction or the conclusion
- ☐ C) Indicates a specific position that the paper will argue
- ☐ D) Is historically accurate

Contextualization: 0-1 point

0	1
Did not attempt to describe broader historical context <u>or</u> attempts to describe a broader historical context but lacks the specificity to prove content knowledge or is factually incorrect.	To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase or a reference.

Point 1:

- ☐ A) Describes a historical phenomenon (broader historical event, process, or trend- think isms) in detail
- ☐ B) Explains how this contextualization impacts the stated thesis
- ☐ C) Is historically accurate

Evidence: 0-2 points

0	1	2
Evidence used to support the prompt is too vague, irrelevant, inaccurate, or simply not enough of it OR attempts to use evidence and argumentation are unsuccessful	To earn one point, the response must identify specific historical examples of evidence relevant to the topic of the prompt.	To earn two points the response must use specific historical evidence to support an argument in response to the prompt.

Point 1:

- ☐ A) Evidence is used descriptively, but not analytically.
- ☐ B) Historically accurate examples relevant to the topic are provided

Point 2:

- ☐ A) Response includes a BROAD range of evidence
- ☐ B) Response includes thorough analysis of evidence provided
- ☐ C) Provides an explanation as to how the evidence provided supports the stated thesis or argument

Analysis and Reasoning: 0-1 points

0	1
Essay does not demonstrate a complex understanding of the historical development that is the focus of the prompt or essay does not make a clear argument that supports the thesis throughout the essay.	Demonstrate a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate qualify, or modify an argument that addresses the question. This understanding must be part of the argument, not merely a phrase or reference.

Point 1:

- ☐ A) Complex analysis is throughout the essay rather than merely a phrase or reference
- ☐ B) Response demonstrates a complex understandings in one or more of the following ways:
- ☐ Explaining nuances of an issue by analyzing multiple variables.
 - ☐ Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both cause and effect
 - ☐ Explaining relevant and insightful connections within and across periods.
 - ☐ Confirming the validity of an argument by corroborating multiple perspectives across themes.
 - ☐ Qualifying or modifying an argument by considering diverse or alternative views or evidence

____/6

Feedback

AP History LEQ Rubric (6 points)

Reporting Category	Scoring Criteria	Decision Rules
A THESIS/CLAIM (0–1 pt)	1 pt. Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.	<i>To earn this point, the thesis must make a claim that responds to the prompt, rather than merely restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.</i>
B CONTEXTUALIZATION (0–1 pt)	1 pt. Describes a broader historical context relevant to the prompt.	<i>To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase or a reference.</i>
C EVIDENCE (0–2 pts)	1 pt. Provides specific examples of evidence relevant to the topic of the prompt.	<i>To earn one point, the response must identify specific historical examples of evidence relevant to the topic of the prompt.</i> <i>To earn two points the response must use specific historical evidence to support an argument in response to the prompt.</i>
D ANALYSIS AND REASONING (0–2 pts)	1 pt. Uses historical reasoning (e.g. comparison, causation, CCOT) to frame or structure an argument that addresses the prompt.	<i>To earn the first point, the response must demonstrate the use of historical reasoning to frame or structure an argument, although the reasoning might be uneven or imbalanced.</i> <i>To earn the second point, the response must demonstrate a complex understanding. This can be accomplished in a variety of ways, such as:</i> <ul style="list-style-type: none"> • Explaining nuance of an issue by analyzing multiple variables • Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects • Explaining relevant and insightful connections within and across periods • Confirming the validity of an argument by corroborating multiple perspectives across themes • Qualifying or modifying an argument by considering diverse or alternative views or evidence <i>This understanding must be part of the argument, not merely a phrase or reference.</i>

Long Essay Questions (LEQ)

Mantra: Answer the Prompt and Be a WHYS-GUY/WHYS-GAL

History questions boil down, in essence, to a mere TWO questions types:

1- "Why does Stuff Happen?"

and

2- "How and why are two things similar and different from each other?"

Why Does 'STUFF' Happen?

Causes and/or Effects

In what ways did multiple things lead to something? (Causes)

How did factors combine to make a thing happen? (Causes)

In what ways did one thing lead to multiple things happening? (Effects)

How did a thing lead to other things happening? (Effects)

Contextualization

What are some big events preceding the prompt period which continue to influence events relevant to the prompt? (A less immediate 'Cause')

How and why are two things similar and different from each other?

Compare & Contrast

How and why was 'thing 1' similar to 'thing 2'? (Similarity)

To what extent was 'thing 1' the same as 'thing 2'? (Similarity)

How and why was 'thing 1' different from 'thing 2'? (Difference)

To what extent did 'thing 1' differ from 'thing 2'? (Difference)

Continuity & Change

How was 'time 1' similar to 'time 2'? (Continuity; aka Similarity)

To what extent was 'time 1' like 'time 2'? (Continuity; aka Similarity)

How was 'time 1' different from 'time 2'? (Change; aka Difference)

To what extent did 'time 1' differ 'time 2'? (Change; aka Difference)

And...Even when asked a CCOT or a Comparison Question students are rewarded more for explaining the WHY! Analytically digging deeper even when answering Causation questions, explaining the WHY of the WHY also scores better.

SO...

Be a WHYS-GUY

Be a WHYS-GAL

LEQ Paragraph Structure

Paragraphs

- 1st** Introduction Paragraph ~ Contextualization and Thesis
- A. Start by establishing the Big Context setting the scene for the period and events of the main topic of the prompt
1. Offer a 'BIG' context for the topic of the prompt. Employ the word Contextualization or the phrase "the big context shaping ____ (insert topic of prompt in the blank) was ____ (insert context)" in the topic sentence of this paragraph. Or: " ____ (insert context in blank) was a big context that shaped the events related to ____ (topic of the prompt)"
 2. The context should operate on the events of the time period, and be relevant to the question because of their shaping influence. Develop your contextualization of the prompt topic in 3-4 sentences. A-C-E the evidence: Answer, Cite, Explain.!!! State the context clearly, cite the evidence of the context, explain how the context shaped events, conflicts, people, or developments of the period.
- B. Write a transition sentence moving the paragraph from Context to Thesis. (e.g. "Given this context the historical drama of subsequent events is hardly surprising...") The purpose of this sentence is to mark the end of your contextualization argument, and the beginning of your thesis. The transition helps guard against tangling Context & Thesis.
- C. Present your thesis. The thesis must answer the entire prompt. Your thesis should introduce multiple arguments that answer the prompt, and differentiate their relative merits. Your thesis should be three to four sentences at the end of your introduction paragraph. (It is essential that your thesis presents specific historical claims; for a thesis to count it must be more than a mere restatement of the prompt.)
- 2nd** One of Multiple Body Paragraphs ~ Body Paragraph on Similarity (Continuity; Cause; Effect)
Answer: Topic Sentence answers prompt employing the Historical Reasoning Skill
Cite: Demonstrate the skill employing historical evidence & examples
Explain: Analysis stating the way the example answers the prompt & the reasons WHY
- 3rd** One of Multiple Body Paragraphs ~ Body Paragraph on Difference (Change; Cause; Effect)
Answer: Topic Sentence answers prompt employing the Historical Reasoning Skill
Cite: Demonstrate the skill employing historical evidence & examples
Explain: Analysis stating the way the example answers the prompt & the reasons WHY
- 4th-6th** One of Multiple Body Paragraphs ~ MORE is better. Repeat exhausting your historical knowledge.
Answer: Topic Sentence answers prompt employing the Historical Reasoning Skill
Cite: Introduce new examples further demonstrating the Historical Reasoning Skill called for by the prompt and proving your knowledge of US History by using different and additional examples and evidence.
Explain: Use concluding sentences to establish analysis that qualifies or corroborates your argument
- Final** Conclusion Paragraph ~ Summary of Argument to Corroborate/Qualify/Modify & Restate Thesis
- A. Write a brief summary outlining the ways you developed your argument. Note the ways that you 'corroborated', and/or 'qualified' your arguments. Map out your corroboration which combined outside evidence and multiple documents to support an argument or arguments. Call out the way in which you qualified your main arguments introducing and dealing with the complexity of contradictory evidence.
- B. Re-write the best possible thesis that answers the entire prompt using multiple arguments to do so, and differentiating amongst the relative merits of the ideas of the arguments.

AP World History

1

Ack! I Can't Think of Any Continuities!

May 7, 2014

Possible ...	Continuities ¹	Turning Points/Changes
1 8,000-600 BCE	• Patriarchy (<i>can be used in all periods!?</i>)	
2 600 BCE-600 CE	• Rulers' use of religion to reflect/promote power	
3 600-1450 CE	• Silk Roads ² • Islam (after 622 CE) ² • Large, Regional Empires	• Silk Roads ² • Mongols • Islam (after 622 CE) ²
4 1450-1750 CE	• Trans-Regional Empires	• Columbian Exchange
5 1750-1900 CE	• Racism • Industrialization • Population Growth ²	• Industrialization • Imperialism • Population Growth ²
6 1900-Present	• Globalization	• Globalization

1. Ideally, any continuity should be present for 100% of the time period, but history doesn't always conform to "neat and tidy numbers." The longer the time period, the more "wiggle room" there is to be a few years 'off.' Example: Islam was founded in 622 C.E. Use your interpretative skills as a historian. Could you make a plausible argument that 622-1450 is "enough" of 600-1450 to be considered a continuity? Could you also be able to make a plausible interpretation that Islam is a "change" during the same time period? You'll probably need to be more specific to make a such sophisticated argument, but if you can make a reasonable argument that "___% of the time" is a change/continuity, your Reader will be happy to grant credit for your work.
2. Be careful *how* you describe these terms/trends. Many are inherently changes, so you have to be super-specific about what *part* of is a continuity or change. See below for examples.

Continuity

Islam's existence is a continuity from 600-1450.

but

Change

the presence of Islam in India is certainly a change (Islam didn't 'arrive' in India in substantial numbers until c. 1000 C.E.)

The Industrial Revolution continuously promoted food production since c. 1750 C.E.

but

the rate of technological innovation has accelerated since 1750.

Ugly, Unacceptable Writing:

"There was continuous change."

or

"X was continuous because it changed, and then changed back."

"Continuity is LACK of change, not CONTINUOUS change."

(Direct Quote from AP World History Chief Reader)